

## Beginning of Unit Word Wall Activity

### Description of Activity:

Students are organized in groups of three. 5-7 new words will have been placed on the word wall. Students will be provided with the K-W-L handout as they walk into class. They are to immediately, with their groups, complete the handout using each word for the handout. I use this time to complete my administrative business (attendance, having students sign their absence forms, collecting assignments and ticking off the complete list or having students who have not completed the work sign the incomplete register, and etc.). After approximately 5 minutes I call the class back together to discuss the words, specifically what they know already, what they want to know and what they have learned that relates to each of the words given. This serves as a great springboard into discussion around the topic that will be the focus of the daily lesson.

### Example K-W-L handout:

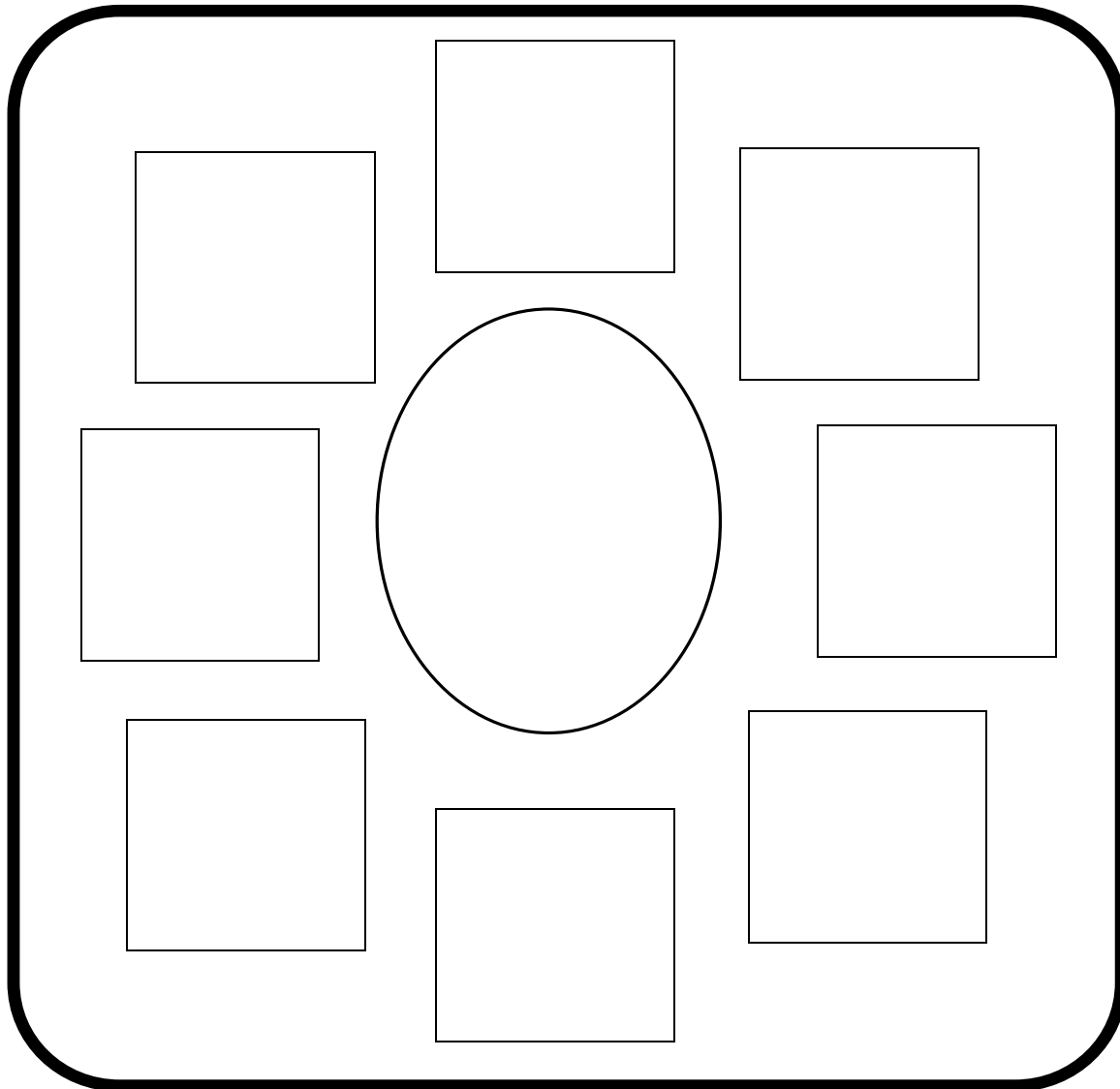
| Word | What I Know | What I Want to Know | What I've Learned |
|------|-------------|---------------------|-------------------|
|      |             |                     |                   |
|      |             |                     |                   |
|      |             |                     |                   |
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Students are generally familiar with the K-W-L format as it is practiced at the elementary level as part of the active reading program.

### Mid-unit Word Wall Activity:

#### Description of Activity:

Students will work with a partner to complete a word cluster activity. This is designed to have students reflect on what they have learned thus far in the unit. Students place one of the words from the word wall in the center of the cluster hand out and place connecting ideas or words that they have learned in the unit in the surrounding boxes. After the students have completed their handouts, I will select five partner pairs to present briefly the ideas that they have connected with the word from the word wall.



**\*\*This is a useful activity as well for having the students explore content area like main idea and supporting facts in any reading assignment that they might do.**

## End of Unit Word Wall Activity

### Description of Activity:

As students near the end of the unit they will have seen the most pertinent vocabulary associated with the particular area of study. They will have learned the definitions. They will have developed contextual understanding of the words. They will have used the words within the various contexts and will be comfortable with them. The compare and contrast web brings the word wall for the unit to an appropriate closure and can also be used as a quick summative evaluation of the understanding acquired with respect to terminology presented in the unit. The teacher chooses the two words from the unit that will be presented in the web. Students will individually complete the compare and contrast web. Student will have to reach back into what they have learned in the unit to determine how the two terms coincide and how they are different or unique.

